

Mathematics Inquiry Project: Time and Speed

Class: Y 6 Respect

Group Number: _____

Date: _____

Group members: 1. _____ ()

2. _____ ()

3. _____ ()

4. _____ ()

5. _____ ()

6. _____ ()

Our group's inquiry question is: _____

INSTRUCTIONS

In groups of five to six, you are required to think of a question related to time and speed.

You will have a weekend (10-11/5) and 2-3 lessons (13-15/5) at school to work with your group to research, explore and investigate on how the topic you have chosen is related with time and speed.

Prepare a 5 min presentation to share your idea with your class. Feel free to use any type of visual aid in your presentation, such as posters, models, etc.

You will present your finding either on Friday (16/5)

This project covers the following criteria:

Criterion B (*optional and if the questions related to a pattern)

	Task specific Rubric	IBO Interim Rubric
1-2	Some calculations related to time and speed is shown.	The student is able to use a simple problem-solving technique so that patterns can emerge.
3-4	Calculations, which may lead to a pattern, are shown.	The student is able to select and apply an appropriate problem-solving technique, and can describe the emerging pattern.
5-6	A mathematical rule is provided base on the calculations.	The student can select and apply appropriate problem-solving techniques, and can suggest a mathematical rule to describe an emerging pattern.
7-8	Sensible reasons are proved to show that the general rule provided is correct.	The student can select and apply appropriate problem-solving techniques, and can offer, with sensible reasons, a correct mathematical rule to describe an emerging pattern.

Criterion C (compulsory)

	Task specific Rubric	IBO Interim Rubric
1-2	The student shows basic use of mathematical language and/or forms of mathematical representation.	The student uses basic mathematical language and symbols but there may be several serious errors or omissions.
3-4	The student shows sufficient use of mathematical language and form of mathematical representation.	The student uses mathematical language and symbols in a consistent and accurate way with few errors. Explanations are generally clear. Diagrams (such as charts and graphs) are constructed with reasonable accuracy.
5-6	The student shows good use of mathematical language and form of mathematical representation.	The student uses symbols and vocabulary accurately. Explanations are clear and easy to follow and make good mathematical sense. All forms of representation are clear and accurate.

Criterion D (compulsory)

	Task specific Rubric	IBO Interim Rubric
1-2	Comments on how the results make sense in the context of the problem are provided.	The student comments on how the results make sense in the context of the problem.
3-4	Explanations on how the findings make sense in a real-life situation are provided.	The student explains how the results or findings make sense in a real-life context and/or in the context of the problem. There is a comment on the degree of accuracy or reliability of answers.
5-6	Detailed explanations on how the findings make sense in a real-life situation are provided.	The student explains in detail how the results or findings make sense in a real-life context and in the context of the problem. The degree of accuracy of answers is explained mathematically. Where appropriate, alternative mathematical techniques are offered.

